
**2003-2004 *No Child Left Behind*—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Robert W. Billings

Official School Name Immaculate Heart of Mary School

School Mailing Address 201 Boulevard

Scarsdale NY 10583-5803

Tel. (914) 723-5608 Fax (914) 723-8004

Website/URL www.ihmscarsdale.com E-mail: w534@adnyschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) December 16, 2003
Date

Name of Superintendent* Philip Gorrasi

District Name Westchester- Putnam District Tel. (914) 946-7419

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board NA
President/Chairperson _____

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

NA Date NA

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ NA TOTAL

2. District Per Pupil Expenditure: _____ NA
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 19 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	14	15	29		7	14	14	28
1	14	15	29		8	16	12	28
2	14	15	29		9			
3	15	13	28		10			
4	11	16	27		11			
5	12	15	27		12			
6	11	18	29		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								254

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>92.8</u> | % White |
| <u>1.6</u> | % Black or African American |
| <u>2.4</u> | % Hispanic or Latino |
| <u>3.2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: NA %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	254
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented 5

Specify languages: French, Greek, Italian, Japanese, and Spanish

9. Students eligible for free/reduced-priced meals: NA %

District does not participate in this type of program. NA Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1.2%
3 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>19</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 1:13

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96%	96%	95%	97%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	9%	4.5%	0%	0%	9%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	<1%	<1%	<1%	<1%	<1%

14. NA

PART III - SUMMARY

School's Mission

Immaculate Heart of Mary seeks primarily to achieve within our students a level of academic excellence as well as a commitment to a humanitarian lifestyle, through the example of Jesus Christ and His Church. The academic curriculum of IHM promotes students' intellectual development and curiosity through research, problem solving and critical thinking, and exposure to the arts. This curriculum is enhanced through individual attention and a positive learning environment, and allows for many various teaching techniques and transitively many different types of learning. The curriculum is a combination of the standards of the New York State Department of Education, the Archdiocese of New York, and each individual teacher's expertise and experience. Recognizing the ever-present potential for improvement, the administration, faculty, and religious of IHM are constantly observing and evaluating the relevancy and potency of the curriculum and approach, and actively seeking ways to improve them. Each student's progress is monitored closely to ensure optimum performance, through standardized testing such as the Iowa Test of Cognitive Skills (ITBS) and New York State Program Evaluation Tests, written tests and projects throughout the year, and routine analysis of class participation and homework. A relationship between teachers and parents is seen as necessary for the success of a child; thus parent-teacher meetings are frequent and comprehensive. Believing that both parents and teachers should serve as examples of Christian living, IHM teaches its students to proclaim and act upon the Good News of Jesus through individual example as well as the incorporation of religious instruction, numerous service projects, and an interactive liturgical life into the daily school routine. Through positive reinforcement and acknowledgement, the faculty of IHM seeks to cultivate a high self-esteem, which we feel is essential to the development of the whole child. Christian philosophy and the message of Jesus Christ serve as a platform for the conveyance of respect for self, peers, and authority among the students. We believe that this foundation will serve as a starting point for students to live the Good News, making sound choices and helping others. Above all else, each child is made to believe in the innate value of his or her own unique identity, with the understanding that he or she is a gift from God. We feel that instilling this attitude will foster the beginnings of a life of faith, service, and knowledge for each student. Administration, faculty, parents, religious, and the students themselves all play an important role in this development.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Explanation

To educate the whole child it is necessary to know the whole child. A tool that provides that insight is the standardized test. What must be kept in mind in addressing the standardized test process is that it is not the only tool and it does not just apply to the student, for in assessing the child so as to educate him or her on a higher level, the parents and guardians must also become familiar with the process and the goal of testing. The ITBS results illustrate in percentiles, where students fall with regard to other students on their grade level across the country. IHM students consistently reside in the eightieth percentile or above. Parents and students are told that they "scored" higher than 80%, or are among the top 20% of the students of their grade across the country. The message is also given that the use of test scores alone for comparison/evaluation is inappropriate and often invalid. Test scores do not provide all of the answers but provide a general idea. While all of the scores achieved by IHM students are consistently above grade level it is not valid to compare grades since each class takes a different test. Rather is it more productive

and valid to compare the individual student's progress from year to year with the longitudinal report that is supplied to the parents and the teachers on an annual basis. In taking this approach, the results help to evaluate the progress each child is making in acquiring the basic skills in reading/language arts, mathematics, science and social studies. Particularly strong areas become obvious along with those areas that may need attention, to the teacher, the student and the parents. This information assists the staff in planning instructional activities that focus on areas where the most help is needed. A reasonable and balanced approach to educational measurement must be a focal point whereby tests are seen as helpful instructional tools. The tests are a work sample of the pupil's learning. Performance of the normative sample is not intended to become a standard but is used rather as a reference. One must remember that since the tests attempt to measure achievement in many areas, only a relatively small number of concepts may be measured. Other information about the child should always be used in addition to the test results. In taking this inclusive approach, sound educational decisions are made to educate the whole child. Test scores should not be presumed to reflect an individual's constant level of performance. The test process and results are abused, as is the child, when the results are viewed as never changing or fixed. Allowance must be made for a "good day", "bad day" possibility. The effectiveness of an educational program should not be judged solely on the basis of standardized test results. Measures performance is affected by the cumulative effect of instruction as well as out of school factors. In communicating results to parents, emphasis should be placed on the broader range in which the pupil scored rather than the specific numeric value. Further consideration must always be given to the effect the discussion of results will have on the person receiving the information. Finally, the ultimate message delivered should be the positive approach of teaching from the test as opposed to teaching to the test. IHM has always made this a major goal.

2. Assessment data usage and student improvement

Assessment data (standardized tests, state exams) is examined by the entire faculty during May and June following those tests. Each teacher receives the data from their current class and next year's class. Results in the three major areas (Reading, Language Arts, Mathematics) are examined item-by-item to better evaluate student performance within the subject area. This allows a teacher to alter the instruction for the coming year and the new class. Teachers also pass on information to the teacher of the next grade for reinforcement and remediation, where data results warrant. The visible, statistical result of this process is that, over the last ten years, scores on these tests have not only been very good to excellent, but consistent from year-to-year and grade-to-grade. There are generally just peaks; no valleys! Assessment data is critical in the selection of textbook series. Changes in series now occur far more frequently than in the past due to constant, sometimes yearly, changes in state and/or diocesan standards. For individual students, the data is used to make the appropriate placement in Reading and Math groups in the classroom. Reading scores are also used to sort students for the Great Books Foundation program. Math scores in the upper grades (5-8) are used to determine student eligibility for our accelerated and high school Math classes. This, in turn, enriches our high school preparatory program. Our graduates are consistently accepted at over 92% of the high schools to which they apply.

3. Communication of student performance

The Immaculate Heart of Mary School communicates student performance throughout the year to student's parents and the community. Students are assessed daily, weekly and monthly through quizzes, tests, class work, homework and special projects. Projects are both oral and written. Term papers and research papers are also utilized. Knowledge is assessed through self-evaluation as well as in groups of fellow students and teachers. Parents are apprised of student performance throughout the year by means of teleconferences, trimester report cards and the signing of weekly quizzes and tests. Opportunity to communicate one-on-one occurs through parent-teacher conferences that keep parents up-to-date with

student progress. When necessary, progress reports are mailed to the parent. Parental participation in class projects such as Ancestor Day, American Girl and Multi-National Day are held at school. Attendance and participation by family and friends is welcome and encouraged. Invitations to attend the Christmas Pageant, band recitals and drama and musical productions are extended to the local community as well. During these productions visitors, family and friends are able to view the artistic and musical talents of the students. Visitors to Immaculate Heart of Mary School are treated to continually changing displays of students' projects and work in the library, science and computer labs, and individual classrooms and throughout the building.

4. Shared success with other schools

Immaculate Heart of Mary School has been blessed with a committed faculty and staff, parent group, parish, and interested local community members. This diverse group of individuals has provided enrichment and support to the educational institution that manages to offer a dynamic education to the students who walk its halls. Emphasis on providing the students with an environment conducive to learning has produced over the years a state of the arts computer lab, science lab, library, music and drama program and an all inclusive sports program. Educators from the surrounding schools are invited to attend conferences at the school and experience first hand the methods and techniques utilized by the IHM faculty and staff. Recently over 180 teachers and administrators came together for a teacher conference day and had an opportunity to attend lectures offered by Immaculate Heart of Mary faculty members on teaching techniques, innovative approaches to teaching, teacher self improvement and recently a conference day was dedicated to the understanding of the Myers Briggs evaluation and how the results and explanations to individual teachers could enhance teaching. The principal of IHM serves as the regional chair of the New York Archdiocesan local district. In that capacity, he sponsors administrator meetings to discuss the state of the schools, programs offered and enhancements made to curriculum by the members as possibilities for other schools. Communication between other principals and teachers is encouraged and welcomed both on site, through telephone contact and attendance at conferences.

PART V – CURRICULUM AND INSTRUCTION

1. School's Curriculum

The essence of our curriculum can be viewed as "Quality AND quantity." We believe that we provide a depth and breadth in all subject areas across the grade levels. Our school has a strong and enduring reputation as a "Reading school." The instruction is traditional and literature-based. Special emphasis is placed on Phonics as the foundation in Kindergarten through grade 3. The Great Books Program in grades 3-7 allows students to develop their skills and a love of Reading. Teachers plan the summer reading list and the annual Book Fair, administrators and parents to best serve our students' abilities. Consistently reading above grade level is a high, but realistic standard. In teaching Mathematics, our emphasis is on learning styles—not all students learn in the same way, so various techniques are necessary to best convey the curriculum. Manipulatives, grouping, games and real-life projects (like the stock market) are just a few examples. Our small size allows us to offer students in the 7th and 8th grades an accelerated Math curriculum which includes an 8th grade course for some 7th graders and Algebra (9th grade Math) for 8th graders. The Language Arts curriculum is again traditional, with a strong emphasis on Grammar and Composition. Spelling and Penmanship are emphasized from Kindergarten all the way to 6th grade. Creative writing is included in those grades. Grades 7 & 8 have an extra period (6) of Language Arts in their schedule and the classes are split into small groups.

“Hands-on” is the frequent theme in our Science curriculum, often taking place in our new Science Lab. There is a double lab period in the schedule for grades 7 & 8, and grades 3-6 have a period a week in the lab. The curriculum also includes workshops, both here (like those provided by the Franklin Institute) or on site (Liberty Science Center, Museum of Science in Boston for examples.) Our annual Science Fair is a staple. The heart of the Social Studies curriculum is “learning the past to understand the present.” Our students genuinely enjoy this subject through field trips to West Point, examining our heritage through the American Girls series, sharing international desserts, designing Greek and Roman board games or building their own wagon train to travel the Oregon Trail. The “special” subjects really are special at IHM. They are not an adjunct or fill-in and are taught not by the classroom teacher, but by specialists certified in their area. Art, Music, Physical Education, French and Computer are taught to ALL grades, K-8. We believe that the sooner you introduce students to a discipline, the easier their adjustment and the more likely that their talents in that area can be nurtured. Many of these classes are also taught in small groups to better reach every student. The Art curriculum encourages expression, not competition. Music includes band, recorder, chorus and liturgical music. The New York State Physical Education curriculum and the Presidential Physical Fitness program form a big part of gym class. The French curriculum is always fun and interesting for our students, especially when they can do songs or puppet shows, dine in a French restaurant or even travel to Canada or France! Our Computer curriculum includes “Max’s Sandbox,” a children’s version of Microsoft Office that introduces students to Word, Excel and Power Point. IHM was one of two schools in the United States chosen to pilot this software when it was first published.

We leave Religion for last because it permeates everything we do at IHM. It is not just a curriculum area, but also the basis upon which this school was founded and the primary reason for its existence. We use the curriculum mandated by the Archdiocese of New York, but we emphasize that Religion is not just learning; it’s living. Our aim is students who are knowledgeable in their faith and active in the Gospel message. Social ministry (that is, working for our fellow man) is a daily component of our Religion curriculum.

2. (Elementary Schools) Reading Curriculum

The faculty and administration chose a literature-based series supplemented with a phonics series in order to accommodate the different learning styles. Pre-K has a reading readiness program where the children are constantly immersed in stories, letter recognition, etc. Reading activities involve writing and identifying letters, letter games and some cooking activities with social events or holidays tied into the curriculum. Interest in books is encouraged so the children will develop story schemes and predict outcomes. Kindergarten and First Grade instructional texts are reviewed every four or five years to update texts and materials. Progress in reading is a daily activity assessed by teacher observation. Students’ class work, homework and formal and informal quizzes, cumulative tests and standardized tests are also used as tools for evaluation. Direct teacher instruction is a technique used in teaching reading. Independent reading develops skills. Children perform self-directed tasks such as book reports, group reading, paired reading, plays and sharing information. Students develop an appreciation and joy of reading and are encouraged to exceed the number of book report requirements each month.

3. Other Curriculum Area of Choice

Over the years, Immaculate Heart of Mary School has developed an excellent Drama Program, which is available for Grades 4 through 8. Our drama program originally began with one eighth grade show but has expanded and now includes the production of two musicals and one drama each year. To further support the school’s commitment to the arts, the auditorium was renovated with new lighting, sound system and an improved stage. These improvements have enhanced each performance. Each production is offered to the Immaculate Heart of Mary School family and friends and the local community at large. Drama is a major asset to the students because it allows each individual to experience the theatre world in

the comfort of their own school. All students are encouraged to audition for a part or to become involved in any of the others aspects of the theatre including sound, stage management, lighting or stage crew. The drama program enhances self-esteem. It helps students learn how to step into new situations, helps with problem solving, strengthens listening skills, encourages cooperation, makes interaction with others comfortable and manages public speaking fears. Immaculate Heart of Mary School has two on-staff employees, (our director and musical director) who work with students after school teaching them the ways of the theatre. Students learn basic theater words, how to follow a musical score, and how to budget their time with rehearsals and school work. We find that our drama program is an asset to our students in that it allows them to expand their imagination, free the way they think, talk and, move, and learn how to express themselves with their voice and their bodies. Drama brings much pleasure to our students and they in turn have brought much pleasure to their audiences.

5. Instructional Methods

The range of students we serve is mirrored by the many different teaching techniques in use at IHM School. This is only logical since we know that students learn in many different ways at different ages. We have probably developed more techniques in visual areas than other schools. The school is in the process of replacing the traditional chalkboards with *white* marker boards. This allows teachers to use multi-colored markers. We find that students are more anxious to come to the board and work. (The sidebar health gain is the elimination of chalk dust.) Our Science Lab boasts a “*SmartBoard*,” that is, an interactive marker board that connects with a laptop computer. Tactile teaching is very common in the primary through middle grades. Our new Math series was chosen in part because of the large number of manipulatives provided. Our Science Lab is used regularly by grades 3-8. Bulletin boards are traditional and cleverly used to draw students’ interest in classroom topics. Teachers in the upper grades are more frequently relying on computer instruction and the Internet to pique young imaginations. Our school Library has an extensive collection of videos, DVD’s and CD’s that are used by all grades in all subjects. Field trips, many and diverse, are scheduled to fit our curriculum. We try to take advantage of our proximity to New York City. Trips to Broadway, the Cloisters, Museum of Modern Art and the Holocaust Museum are just some scheduled for this academic year. All this and the tried and true approaches – lectures, note taking, drills and homework, allow us to reach, we believe, every student.

6. Professional Development Program

Immaculate Heart of Mary School’s professional development program is multifaceted in hope of reaching all children. The professional development program includes staff meetings where faculty and administration exchange ideas and discuss issues concerning the student body and the school community. One issue discussed is the ITBS scores. The scores are distributed to the next year’s teacher to familiarize her/him self with the needs of the incoming class. Group discussions are held in order to prepare the teachers for what lies ahead. The development program also includes attendance at workshops and conferences that offer information and ideas as to techniques of teaching, motivational skills, behavioral management and academic enrichment. These workshops and conferences enable teachers to rethink and modify their approaches to their individual classes. Another aspect of the school’s professional development program is to provide guest speakers on a regular basis. These lecturers assist teachers in reevaluating programs by reaffirming ideas that have become automatic. They also help to motivate teachers to add new ideas to methods of teaching. The administration of Immaculate Heart of Mary School encourages participation in these programs in order to insure that the students will continue to achieve at a higher level. By applying techniques learned through participation in conferences and dialogue with other educators, the teachers impact on students’ learning is enhanced.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): Archdiocese of New York, NCEA, Middle States

Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade?

\$ <u>3600</u> K	\$ <u>3600</u> 1 st	\$ <u>3600</u> 2 nd	\$ <u>3600</u> 3 rd	\$ <u>3600</u> 4 th	\$ <u>3600</u> 5 th
\$ <u>3600</u> 6 th	\$ <u>3600</u> 7 th	\$ <u>3600</u> 8 th	\$ <u> </u> 9 th	\$ <u> </u> 10 th	\$ <u> </u> 11 th
\$ <u> </u> 12 th	\$ <u> </u> Other				

2. What is the educational cost per student? \$ 4110.00
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 510.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test ITBS Form M

Edition/publication year 1995

Publisher Riverside

Number of students in the grade in which the test was administered 28

Number of students who took the test 28

What groups were excluded from testing? Why, and how were they assessed? 0

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

Reading 7th Grade

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	80	79	73	81	75
Number of students tested	28	28	26	29	29
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u> </u> (specify subgroup)					
Number of students tested					
2. <u> </u> (specify subgroup)					
Number of students tested					
3. <u> </u> (specify subgroup)					
Number of students tested					
4. <u> </u> (specify subgroup)					
Number of students tested					

Mathematics 7th Grade

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	81	84	71	76	66
Number of students tested	28	28	25	29	29
Percent of total students tested	100	100	96	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					